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ABSTRACT

The career path most likely to lead to a position as a community college president begins with a faculty position. However, presidents have not necessarily attained the presidency directly from faculty positions: 26% of community college chief executive officers were deans prior to becoming presidents; 24% were vice-presidents; and 16% transferred from another college at which they were presidents. Most community college presidents have the following qualifications and characteristics: administrative experience, usually in supervising faculty; willingness to move from one institution or geographic area to another; a doctorate degree from an accredited, preferably non-experiential, institution; a significant publishing record; a demonstrated ability to speak before large audiences; experience in dealing with personnel and, in some states, collective bargaining; experience in the preparation, analysis, and management of budgets; active roles in community service and professional organizations; and credible references. In addition to gaining these qualifications, the aspiring president should develop a resume that includes a statement of his/her managerial and educational philosophy; complete the application form carefully; gather background information on the college and the previous president's reasons for leaving before and during the interview; anticipate questions and be prepared to answer them candidly; and analyze the interview. Compatability between the culture and attitudes of the institution and the philosophy of the new president is essential. (ALB)

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Brief Biographical Sketch

Dr. Boggs is Superintendent/President at Palomar College in San Marcos, California. He began his career teaching lower division classes in natural science at the community college level in 1968 and has served as a community college administrator since 1972. He is an active speaker at professional meetings and most recently has made presentations on pathways to the presidency for administrative and women's leadership groups.

Previous publications include:

"Ideal Environment Nurtures Excellence," with George Baker and Scottie Putman—The Community and Junior College Journal, October 1983, Volume 54, Number 2, pp. 27-29;

"Faculty Evaluation"—Community College Review, Fall 1983, Volume 11, Number 2, pp. 34-41;

"A Response to Uncertainty: The Increased Utilization of Part-Time Instructors in American Community Colleges"--The Community/Junior College Quarterly of Research and Practice, 1984, Volume 8, Numbers 1-4;

"General Education—Definition, Purpose, and Implementation"--California Community College Trustees Forum, December 1983, Volume 2, Number 3, Supplement;

"Which Skills Lead to Job Success?"--California School Boards, October/November 1983, Volume 42, Number 7, p. 28; and

"Student Development through General Education"—Innovation Abstracts, March 2, 1984, volume 6, Number 7.

PATHWAYS TO THE PRESIDENCY

Community colleges have historically provided the greatest access to higher education for women and minorities. Yet, these institutions which promise opportunity for a better life to all Americans have not successfully promoted women and minority employees into positions of leadership. The Commission on the Future of the Community Colleges recently reported its belief that there is a clear and pressing need to increase diversity among community college leadership (1988). Given that the average age of community college chief executive officers is 52 years (AACJC, 1987), opportunities to assume a leadership role will improve in the years to come. What can aspiring administrators do to enhance their chances of success?

Career Paths

The first step on the path to becoming a community college president is to decide that some day you might want to be one. For most people, this decision process is a gradual one. Success in one position opens opportunities for others. For some people, the chance to lead one of the nation's community colleges will become an attractive option. It is certainly one of the most rewarding, non-routine, and interesting of all professional careers, but it is also demanding, highly visible, sometimes lonely, and often frustrating. Potential presidents should become students of the presidency and of themselves before they set a course to become a president.

If you are one of the people who at least wants to keep your options open, it is important to recognize that certain career paths are more likely than others to lead to the presidency. The normative college or university presidential career path begins with a faculty position (Cohen and March,

1974; Moore, 1983). However, presidents of community colleges have not necessarily begun movement toward the presidency from faculty positions (Twombly, 1987). According to Twombly, the tremendous growth spurt of the 1960's and 1970's did not give the colleges the time to "grow their own" administrators. In the 1980's and 1990's, it is likely that previous college experience, especially teaching experience, will be seen as more important by selection committees.

Twenty-six percent of the nation's community college CEO's held the position of dean prior to becoming president. Twenty-four percent held the title vice-president. Sixteen percent made a lateral move from the presidency of one campus to another (AACJC, 1987). Experience as a vice-president or dean will no doubt enhance one's chances of becoming a president.

All top management positions are line positions. For that reason, line administrative experience, usually supervising faculty, is most desirable. Historically, line administrators have been perceived as decision-makers, while staff administrators are seen as nurturers, resource people, or facilitators. Staff administrators provide a service, but they have limited power to mandate or ensure implementation of their programs. Line administrators have ample opportunity to gain staff kinds of experience, but the reverse is generally not true. If you choose to specialize in staff administration, you may be allowing yourself to plateau in a middle-management position (Marcus, 1987).

Serious candidates for the presidency should be mobile. According to Anthony (1986), it hurts your marketability to remain in one institution for too long. Only fourteen percent of the nation's community college CEO's stayed at the same institution through three administrative positions, most often advancing from dean to vice-president to president. Nineteen percent of

the presidents stayed at the same institutions through two administrative positions before moving to a new college to assume the position of chief executive officer (AACJC, 1987).

While industry trains and develops executive successors and promotes heavily from within, academia does not. About 30% of college and university presidents are appointed from within, and 70% come from outside the institution (Kaplowitz, 1986). One sometimes helpful and simple construct is that when things have been going well and in desired directions on a campus, leadership from inside may be sought more often. However, when a change in direction is needed, an outsider may appear more desirable. Internal candidates for president are usually less likely to be successful than are inside candidates for vice-president or dean (Kaplowitz, 1986).

While it is certainly possible to obtain a presidency through alternate career paths, the sequence which has been most successful has been line experience in instruction. Experience in several positions and at more than one college appears to be desirable. Unfortunately, many of the minority college employees are found in student services and staff level positions where the opportunities for promotion have not been as good. Many women are limited by a lack of mobility. Probabilities for advancement for women and minorities would likely improve if the candidates sought line experience and were willing to move to new environments. The Commission on the Future of Community Colleges (1988) reports that efforts such as the Institute for Leadership Development have been successful in increasing the representation of these groups among community college leaders.

Characteristics, Credentials, and References

For most community college presidencies, a doctorate degree from an accredited, preferably non-experiential, institution is required (Anthony, 1986). In fact, 81% of the nation's community college chief executives hold a doctorate degree (AACJC, 1987). However, the majority earned these degrees after beginning their careers as facuty members or administrators (Twombly, 1987). An overwhelming majority indicate education as their area of academic specialization; the most frequent designations include community college administration, higher education, vocational education, and administration (AACJC, 1987).

Kaplowitz (1986) reports that college and university presidents have more, and more prestigious, publications than the faculty committee members who selected them. While this criterion may be more important for a candidate for the presidency of a four-year college or university, publications also strengthen the candidacy of an applicant for a community college CEO position. A demonstrated ability to speak before large groups by having made presentations at local, state, regional, or national meetings or conferences will also enhance an application.

Experience in dealing with personnel and, in some states, collective bargaining experience are important. Preparation, analysis, and management of budgets are highly valued. Evaluation of programs and services, strategic planning, student services, program development, community education, working with businesses and the industrial community and with foundations are all important experiences for a presidential candidate. Volunteer work for state or national professional organizations such as AACJC and service on accrediting teams build both highly valued experience and a support network.

Current chief executive officers are active in community service and professional organizations locally, regionally, and nationally, reflecting high involvement in their communities. Seventy-eight percent devote their time to such civic activities as the United Way, Chambers of Commerce, Kiwanis, the Red Cross, hospital boards, and arts councils (AACJC, 1987). Involvement in these types of activities prior to becoming a candidate for presidency would demonstrate to a selection committee or a Board that you are willing to become involved in support of the college community.

References are always checked to determine whether a presidential candidate has the necessary strength and courage to reach out, to survive some failures, and to keep trying (Kaplowitz, 1986). It is, therefore, essential that a candidate work to build credible references. The most credible references are the people who are working for or with you or who have done so in the past. Other potential references include professionals with whom you have worked on local, state, regional, or national committees; mentors; and people who serve with you in volunteer capacities. When asking someone to write a letter of reference, you should indicate which areas you would like the reference to emphasize. If you sense any hesitancy, find an alternate reference.

Again, judging from the backgrounds of existing presidents, aspirants to the presidency should obtain a doctorate degree. If you don't have one, remember that most presidents didn't earn the degree until after they began their professional careers. The Commission on the Future of Community Colleges (1988) reports a renewed interest among universities in supporting community college leadership programs, which should make entrance into doctoral programs more accessible. Professional writing and speaking, varied professional experience, volunteer work for state or national professional

organizations, involvement in community service and civic affairs, and building credible references are also important activities.

Resumes and Applications

The resume is an essential component of a completed application file. It should show a logical progression of experience, publications, and work on local, state, regional, and national committees or commissions. Presentations, speeches, community work, volunteerism, and major honors or recognitions should be included. Your resume should be clear and concise and as easy to read as possible.

It is important to develop statements of managerial and educational philosophy. Most colleges require them as part of an application packet. It is a good idea to have these stored on a word processor to facilitate updating and to allow slight changes in emphasis depending upon the position for which the candidate is applying. Be sure you change all references to the position name and the institution with each application.

The search committee has usually given a great deal of thought to the construction of an application form to measure candidates against their standards. Candidates should take them seriously. The words, "see resume," should not appear on the application form. The introductory letter can be used to emphasize strengths which may not be otherwise requested in the application materials. It should get your story across succinctly and with impact. Remember to refer to actual experiences. Search committees tend to look more for proven competence than for potential, particularly when seeking to fill a high-level vacancy (Kaplowitz, 1986).

What the Candidate Needs to Know

Assuming that you are still interested in becoming a community college president, you need to know that the presidency is a different job at each institution. Before you apply, you should decide not only whether you want to be a president but also whether you want to be president of that particular college. To a great degree, community colleges reflect the values and beliefs of their communities, and they differ region by region and by size of community. Small institutions differ from large institutions, and single campus districts differ from multi-campus districts (Anthony, 1986; Sims, 1978). The selection process is a determination of the degree of match between the institution's needs and the candidate's abilities and desires. You need to know as much as you can about both the institution and yourself.

Anthony (1986) recommends that the candidate know something about the immediate past president and why he or she left and under what circumstances. He also recommends that the candidate gain complete knowledge of the financial status of the institution. Mundinger(1982) suggests that candidates become familiar with the recent admissions history of the college and how it supports its equipment, laboratory, and library budgets.

Sims (1987) suggests that, if the position reports to a Board, the candidate should learn as much as possible about it. Questions dealing with intra-Board relationships, Board support of administrative staff, Board philosophy, Board stability, Board involvement in administration, and frequency of meetings should be answered.

There are many ways to find out what you need to know about a college. A systematic "mini-accreditation" process can answer most of your questions. College catalogs, class schedules, accreditation self-studies, Board minutes, Faculty Senate minutes, consultants' reports, collective bargaining contracts,

and the college budget are all public documents and should be readily available to the candidate. News clippings are usually available from the college clipping service or public information office (Anthony, 1986). A candidate can also get questions answered by informally interviewing community members, students, faculty, administrators, the president's secretary or assistant, the past president, former members of the staff, Board members, or other colleagues familiar with the college and its present situation. Engaging in this process also shows a real interest in the position and should improve a candidate's chances of being taken seriously.

Preparing for the Interview

As much as you learn about an institution in deciding to become a candidate for its presidency, it is likely you will learn more during your candidacy. The college search or interview committee and then the Board will be engaging in an evaluation process to learn in a short amount of time as much as possible about you as a candidate to make a decision as to whether you fit their needs. Candidates have to learn as much as possible about the institution in that same time. Both have to make a determination as to whether there is a match between the institution's needs and the candidate's abilities. Thus, the interview is not a one-way process. It provides the candidate with one of the best opportunities to gain insights about the position and the college and its current problems (Anthony, 1986).

The size and composition of search committees vary widely. However, because the selection process is highly politicized, they are usually constituency-inclusive. A survey of presidential search committees found an average of 17-18 members on search committees in public institutions and 10-11 members in private institutions (Kaplowitz, 1986). Although a large committee

may seem intimidating, it might also be more representative of the institution and therefore provide the candidate with a more accurate picture.

Before the interview, the candidate should make use of the results of the "mini-accreditation" process to develop a list of the ideal characteristics for the president of this college. Check the list to be sure there is a good enough match for you to be happy and effective in the position. Are your strengths compatible with the needs of the institution? Do you have any weak areas that will need to be addressed?

Another good exercise prior to the interview is to use the information you have gained about the college to develop a list of expected interview questions based upon your perceived needs of the institution. Decide how you might answer them. Try to have one or two meaningful questions of your own for the interview panel. You may also want to develop a closing statement, perhaps letting the panel know about any major changes in your experience since the application materials were submitted.

Of course, the usual advice in an interview is to be yourself. Beyond trying to be calm in a tense situation, a candidate should be animated and should express a real interest in the position. Eye contact should be made with each member of the committee. Listen carefully to questions and think before answering. Avoid negative or tentative terms. Use examples and explain why you took or would take certain actions.

There is an old story about an applicant for a teaching position in Tennessee in the 1800's who responded to a question about whether the earth was round or flat by saying he could teach it either way. While that kind of strategy may have been successful at one time, it is no longer. Colleges need leaders who have firm beliefs. The search panel expects to hear your philosophy. They expect candidates to deal with the questions asked, and they

expect responses which are clear and understandable. To the committee, learning why a candidate took a particular course of action is often more revealing than what was done (Kaplowitz, 1986).

There are generally seven types of interview questions for leadership positions. Questions dealing with qualifications, personal characteristics, and goals are designed to give the candidate a chance to sell himself or herself to the interview panel. The more general questions are often asked early in the interview to give the candidate a chance to warm up to the process. Questions relating to accomplishments and failures are designed to measure what the candidate believes are important past accomplishments and to discuss what he or she learned from past mistakes. Questions of philosophy and style are often the heart of the interview. These questions are often situational and can tell the candidate quite a bit about the problems facing the institution from the perspective of the panel. A match between the culture of the institution and the philosophy of the new president is essential. Therefore, these questions are often the most critical part of the interview.

Questions of interest are designed to assess whether the candidate is really interested in and suited for the position. "Why do you think you would like this job?" is one form of this type of question.

Questions dealing with specific issues of national or state importance to education or to community colleges serve to determine whether the candidate is familiar with current professional issues. Other questions are designed to measure the interest and ability of the candidate to engage in planning processes for the institution. Finally, the candidates are frequently asked whether they have any questions or whether they would like to provide any additional information.

Questions from the candidate about decision time lines, salary, and benefits are generally better asked of the personnel department than of the committee. If the position involves a negotiated contract, get the job offer first and then negotiate the contract (Anthony, 1986).

After the Interview

Immediately after the interview is a good time to record as many of the interview questions as you remember. Think about your responses and how they were received by the committee. What interview style worked well for you? What didn't? Write down your feelings about the interview to help in preparing for the next one, should that day occur.

If you don't get the job offer, keep a positive attitude. It is rare that anyone is always successful in a candidacy. Write down some notes about the experience. What can you do to make yourself a more attractive candidate for future positions? If you know a member of the search committee well enough, you may be able to call him or her to seek advice on how you can do better next time. However, fear of lawsuits will likely inhibit meaningful feedback.

If you are successful and get the job offer, you have one last chance to find the answer to any lingering questions. If you will be working with a Board, you have to be pretty certain that you will be compatible. Find out how the Board will measure your success. Will you be free to appoint a new management team or part of one (Weintraub, 1987)? Don't hesitate to negotiate the length and terms of your contract. You will never be in such a favorable position again, and you may need the security of a three- or five-year contract if there are difficult financial or personnel issues to deal with.

Roueche, Baker, and Rose discuss the characteristics of the community college president of the future in their article, "The Community College President as Transformational Leader" (1988). Most authors agree that effective presidents are essential to setting a climate for teaching and learning on college campuses. While the presidents of the past dealt with building campuses, hiring faculty, and managing student unrest, presidents of the future are likely to have to lead colleges through tough financial times, through times of increased competition for students, and through times of increased public demand for evidence of improvement in educational quality.

The future will require continued strong leadership in the nation's community colleges. Future leaders should begin now to study themselves and the presidency and to plan their education, their careers, and their activities to enhance their chances of becoming not just presidents, but the best presidents to lead our colleges into the next century.

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Outline of Presentation

PATHWAYS TO THE PRESIDENCY

I. **Defining the Selection Process**

A determination of the degree of match between the institution's needs and the candidate's abilities and desires

II. **Career Paths Most Likely to Lead to Advancement**

A. Line Versus staff experience

B. Instruction versus Student Services versus Business Services

C. Experience in several positions or at several colleges

III. **The Potential for Women and Minority Candidates**

IV. **Internal Versus External Candidates**

V. **Enhancement Strategies**

A. The doctoral degree and where to get it

B. Publications

C. Volunteer work for professional organizations or commissions

1. AACJC

2. State Organizations

3. Discipline Oriented Organizations

4. Accreditation Team Experience

D. Presenting or speaking at local, regional, state, or national meetings or conferences

E. Developing a network and the importance of mentors

F. Volunteer work for charitable organizations or membership in service organizations

G. Building credible references

VI. Preparing a Resume

VII. Preparing Educational and Managerial Philosophies

VIII. Handling the Application form

IX. What the Candidate Needs to Know About the Position

X. Ways to Find Out What the Candidate Needs to Know

XI. How to Survive an Assessment Process

XII. Preparing for the Interview

- A. Assessing the match between the candidate's strengths and weaknesses and the characteristics of the ideal administrator for the college for the present and the future
- B. Typical interview committee composition
- C. Getting in the mood for the interview

XIII. Typical Interview Questions and How to Deal with Them

XIV. What to Ask an Interview Panel and What Not to Ask

XV. What to Do After the Interview

XVI. What to Do If You Don't Get the Job Offer

XVII. What to Do If You Do Get the Job Offer

- A. Questions to ask before accepting
- B. Negotiating the first contract

XVIII. Questions and Answers

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A Compilation of Interview Questions for Leadership Positions

QUALIFICATIONS, PERSONAL CHARACTERISTICS, GOALS

These types of questions are designed to give the candidate a chance to sell himself or herself to the interview panel. The more general questions are often asked early in the interview to give the candidate a chance to warm up to the process.

1. Would you describe briefly what particular qualifications you have which you believe make you a strong candidate for this position?
2. What are your personal strengths and weaknesses?
3. What personal qualities are desirable for XXX position?
4. What skills are desirable for XXX position?
5. What four adjectives would you use to describe yourself?
6. What would your colleagues identify as your strengths and weaknesses?
7. Why should we hire you?
8. What experience do you have in:
   a) personnel
   b) instruction
   c) curriculum development
   d) budget development and management
   e) grant writing and management
   f) program evaluation
   g) employee evaluation
   h) community relations
   i) student services
9. What are your long-range goals?
10. Have you ever become angry on the job? How do you deal with anger?

11. How do you deal with job-related stress?

12. Looking back over the past 10 years, what would you say were the most important ways in which you have changed in that time?

13. Can you describe any role models or mentors who have influenced you in your career, and how?

14. What outside interests do you have which enhance your ability to perform in a college atmosphere?

15. How do you evaluate your own performance?

16. Do you have any plans for future education?

17. According to your own experience, what has best prepared you to develop and review a college-wide budget?

ACCOMPLISHMENTS, FAILURES

These questions are desigend to measure what the candidate believes are important past accomplishments and to discuss what he or she learned from past mistakes.

18. What are some of your most important professional accomplishments?

19. What failure in your work experience do you regret the most, and what did you learn from that experience?

20. Have you made any bad decisions and how did you correct them? What did you learn?

PHILOSOPHY, STYLE

These types of questions are often the heart of the interview. The questions are often situational and can tell the candidate quite a bit about the problems facing the institution from the perspective of the panel. A match between the culture of the institution and the philosophy of the new president is essential. Therefore, these questions are often the most critical part of the interview.

21. Explain your management style.

22. Is there a difference between the terms administration, management, and leadership?

23. What is your philosophy concerning an athletic program? Under which administrator would you assign responsibility for the athletic program?

24. How would you encourage faculty participation in college governance?

25. Describe the organizational structure or model which you think best suits the community college.

26. How much effect can XXX position have in improving the quality of education in both academic and vocational areas? How would you do this?

27. Do you think XXX position can have an effect on the commonly perceived lack of basic skills among students? If so, how?

28. How important is staff development at a community collge? Do you have any ideas about how staff development can be accomplished?

29. How important is retraining and renewal at a community college? Do you have any ideas about how retraining and renewal can be accomplished?

30. What effect can XXX position have on the quality of student services?

31. What role in the budgetary process would you play in XXX position?

32. How do you feel about staff evaluations of administrators? How useful do you think a comprehensive evaluation of your performance by the staff would be to you?

33. If a member of the state legislature offered to spend four hours on campus with you, what would you show him or her?

34. What, in your view, would constitute an infringement by a Board member (or higher level administrator) on your responsibilities in XXX position? How would you deal with such infringement?

35. Given a reduction in resources, how would you respond to a formal request from the Faculty Senate that 75 percent of the reduction be made in the Student Services area on the ground that Student Services do not generate ADA?

36. What is your position on merit pay?

37. How would you implement a 10 percent budget reduction? Whom would you involve? What areas would you consider cutting?

38. If you had an unanticipated $500,000 to spend, where would you spend it?

39. How would you go about equating faculty load?

40. What is the relative priority of transfer, vocational, and remedial education in today's community colleges?

Interview Questions for Leadership Positions

41. How would you encourage student activities on campus?

42. Would XXX position be a faculty advocate?

43. How would you improve employee morale?

44. How would you evaluate educational programs?

45. How would you evaluate employees?

46. What would you do if you found a faculty member not living up to expectations?

47. What would you do if a student came to you to complain about being sexually harassed by a faculty member?

48. Tell us about a difficult decision you have recently made. Why was it difficult?

49. How would you approach articulation?

50. How would you resolve conflicts?

51. How would you defend a program that was being studied for possible elimination?

52. What would you do to encourage excellence?

53. What would you do your first month on the job?

54. What kind of boss do you prefer?

55. Have you ever initiated disciplinary action against a certificated employee or had a faculty grievance filed against you? Briefly describe the circumstances and the actions taken to resolve the case.

56. How do you determine what should be minimum class size? When do you make exceptions to this standard, and why?

57. How would you handle disagreements between:

    a) yourself and a peer?

    b) yourself and a student?

    c) yourself and a member of the Board?

58. How would you deal with an administrative subordinate whom you had to overrule and who took the issue to the press?

59. It is difficult to ascertain from papers or philosophy how one runs their "shop." Can you provide some picture for the panel of how you run your office at _____?

60. You are the chief executive officer for the Board but you are also an advocate for your staff. How do you relate these two roles?

61. Delegating responsibility is an important administrative function, but supppose that one to whom you have delegated authority practices "overkill." How do you handle that person and the staff with whom that person must deal?

62. How do you feel about Affirmative Action and Title IX programs? What do you think would be the best way to go about implementing those policies at this college?

63. How would you promote student input in issues which affect them?

64. The constant complaint of staff is lack of communication. How do you deal with this problem?

65. In any bureaucracy, the accumulation of a number of little incidents or actions can bring about major confrontations. How does one avoid this?

66. What is your position on collective bargaining in community colleges?

67. Serious questions have been raised as to the continuing acceptability of the unrestricted "open door" policy of the community colleges because of funding problems. Do you feel that a re-examination of the "open door" policy would be in order, and, if so, what criteria would you use in that re-evaluation?

INTEREST IN THE POSITION

These questions are designed to assess whether the candidate is really interested in and suited for the position.

68. What are some of the factors you look for in any position, factors which you consider important and which give you satisfaction?

69. What attracted you to XXX college?

70. Considering the job position you now hold (or the last position you held), what do you find most stimulating and satisfying about it? What aspects do you find least attractive?

71. Why do you think you would like this job?

72. Perhaps you have had a chance to look into the nature of this college. In what specific ways are we different from the two-year institutions with which you are directly familiar?

KNOWLEDGE OF ISSUES

These questions are very specific and serve to determine whether the candidate is familiar with current professional issues.

73. What is meant by affirmative action? How would you guarantee its implementation here?

74. What is meant by matriculation?

75. What are the titles of some books you have recently read?

76. Do you recall an article of interest you recently read? Tell us about it.

77. What journals do you regularly read?

PLANNING

These questions are designed to measure the interest and ability of the candidate to engage in planning processes for the institution.

78. What changes do you anticipate in the mission of California community colleges over the next five years? In what ways should our college plan for such change?

79. How do you see the curriculum changing in the next five years?

80. What will be the major issues facing community colleges in the next five years?

81. How would you assess community needs?

82. How would you develop a budget?

83. What ideas do you have for marketing the college or college programs?

84. If the community college is designed to serve the needs of the community of which it is a part, how would you plan to stay in touch with and be sensitive to those needs?

INVITATION TO ADD INFORMATION OR TO QUESTION THE PANEL

The main purpose of these questions is to give the candidate a chance to volunteer further informaton for the panel to consider (circumstances may have changed since the application materials were submitted) or to clarify expectations regarding the position or the selection process.

85. Is there a question that we did not ask which you felt particularly well qualified to answer and would like to address now?

86. Do you have any questions you would like to ask the panel?

87. Is there anything you would like to add?

88. Is there anything about you which has not been brought out by our questions which you feel relates to your capacity to be effective in this job?

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